

Observation Form — Stage Five

Learner's Name _____

Recorder's Name _____

Other Observer's Name _____

Date _____

Setting for Observation _____

Using informal observation techniques, record the following information so that you can accurately interpret learner performance.

Assessment Environment:

View the screen on the same eye level as the learner. Is there a glare on the screen?

_____ Yes _____ No

(If so, adjust window blinds, reposition the computer and learner's seat, or construct a shade for the monitor to eliminate the glare.)

Describe the setting:

_____ learner's regular setting _____ familiar but not everyday _____ unfamiliar

Position the learner is facing:

_____ toward the center of the room

_____ away from the center of the room

Are there any distracting objects nearby? _____ Yes _____ No

Is the learner properly positioned? _____ Yes _____ No

Should these or any other factors be considered when interpreting results?

Copy these pages before recording your observations.

1. Reading/Letters/Alphabetizing

Did the learner use any sort of manipulative to support his/her work, such as an alphabet chart, word wall or personal word list? ☐ Yes ☐ No

If yes, did the learner know how to apply the tool properly? ☐ Yes ☐ No
Did the learner use the tool without help? ☐ Yes ☐ No

Did the learner talk the task out loud? ☐ Yes ☐ No

Did the learner create an auditory think-out-loud environment to support his/her work? ☐ Yes ☐ No

Did the learner require coaching? ☐ Yes ☐ No If so, how? Did you use any of the prompts starting on page 61 of the Stage Five User's Guide?

Comment: _____

2. Reading/Sounds/Rhyming Activities

Did the learner find words that rhyme? ☐ Yes ☐ No

Did the learner use any sort of manipulative like an alphabet chart, word wall, personal word list, or dictionary to support his/her work? ☐ Yes ☐ No

If yes, did the learner know how to apply the tool properly? ☐ Yes ☐ No

Did the learner use the tool without help? ☐ Yes ☐ No

Did the learner talk the task out loud? ☐ Yes ☐ No

Did the learner create an auditory think-out-loud environment to support his/her work? (Check for pencil tapping.) ☐ Yes ☐ No

Did the learner require coaching? ☐ Yes ☐ No If so, how? Did you use any of the prompts starting on page 61? _____

Comment: _____

3. *Reading/Meaning Activities*

What set(s) of words did the learner use?

Did the learner click on a picture that might have been interpreted as the correct meaning for the word, but the response was counted as incorrect?

_____ Yes _____ No

If so, describe what happened: _____

Did the learner talk the task out loud? _____ Yes _____ No

Did the learner create an auditory think-out-loud environment to support his/her work? (Check for pencil tapping.) _____ Yes _____ No

Did the learner require coaching? _____ Yes _____ No If so, how? Did you use any of the prompts starting on page 61?

Comment: _____

4. *Reading/Context Activities*

Did the learner understand the process for interacting in the activity?

_____ Yes _____ No

How did the learner self-correct? _____

Did the learner talk the task out loud? _____ Yes _____ No

Did the learner create an auditory think-out-loud environment to support his/her work? (Check for pencil tapping.) _____ Yes _____ No

Did the learner require coaching? ☐ Yes ☐ No If so, how? Did you use any of the prompts starting on page 61? _____

Comment: _____

5. *Math Activities*

Did the learner use any sort of manipulative to support his/her work, such as a math facts chart, number line, calculator, scratch paper, or fingers?

☐ Yes ☐ No

If yes, did the learner know how to apply the tool properly? ☐ Yes ☐ No

Did the learner use the tool without help? ☐ Yes ☐ No

Did the learner talk the task out loud? ☐ Yes ☐ No

Did the learner create an auditory think-out-loud environment to support his/her work? (Check for pencil tapping.) ☐ Yes ☐ No

Did the learner require coaching? ☐ Yes ☐ No If so, how? Did you use any of the prompts starting on page 61? _____

Comment: _____

6. *Problem Solving/Number Guess Activity*

Did the learner use any sort of manipulative to support his/her work, such as a math facts chart, number line, calculator, scratch paper, or fingers?

☐ Yes ☐ No

If yes, did the learner know how to apply the tool properly? ☐ Yes ☐ No

Did the learner use the tool without help? ☐ Yes ☐ No

Did the learner develop a useful strategy for approaching the task?
____ Yes ____ No If so, describe the strategy used.

Did the learner talk the task out loud? ____ Yes ____ No
Did the learner create an auditory think-out-loud environment to support his/her work? (Check for pencil tapping.) ____ Yes ____ No

Did the learner require coaching? ____ Yes ____ No If so, how? Did you use any of the prompts starting on page 61? _____

Comment: _____

7. Problem Solving/Word Play Activities

Did the learner use any sort of manipulative to support his/her work, such as an alphabet chart, word wall or personal word list? ____ Yes ____ No

If yes, did the learner know how to apply the tool properly? ____ Yes ____ No
Did the learner use the tool without help? ____ Yes ____ No

Did the learner play more than once, creating more than 10 words?
____ Yes ____ No If so, how many words did the learner eventually form?

Did the learner talk the task out loud? ____ Yes ____ No

Did the learner create an auditory think-out-loud environment to support his/her work? (Check for pencil tapping.) ____ Yes ____ No

Did the learner require coaching? ____ Yes ____ No If so, how? Did you use any of the prompts starting on page 61? _____

Comment: _____

8. Problem Solving/Tic-Tac-Toe Activity

Did the learner understand how to play the game? ____ Yes ____ No

Did the learner try to win, or make 3 in a row, offensively? ____ Yes ____ No

Did the learner try to block 3 in a row from an opponent, defensively?
____ Yes ____ No

Did the learner talk the task out loud? ____ Yes ____ No

Did the learner create an auditory think-out-loud environment to support his/her work? (Check for pencil tapping.) ____ Yes ____ No

Did the learner seem to have fun? ____ Yes ____ No

Did the learner require coaching? ____ Yes ____ No If so, how? Did you use any of the prompts starting on page 61? _____

Comment: _____

9. Problem Solving/Mystery Game Activity

Did the learner understand how to play the game? ____ Yes ____ No

Did the learner use proper logic to find the mystery object on each screen and eventually win the game? ____ Yes ____ No

If not, where do you believe the interaction broke down? _____

Did the learner seem to have fun? ____ Yes ____ No

Did the learner talk the task out loud? ____ Yes ____ No

Did the learner create an auditory think-out-loud environment to support his/her work? (Check for pencil tapping.) ____ Yes ____ No

Did the learner require coaching? ____ Yes ____ No If so, how? Did you use any of the prompts starting on page 61? _____

Comment: _____

10. Additional Comments

Place this form and report printouts in the learner's portfolio.

